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ABSTRACT

Longwood College's Involvement Project to promote student development is described, and specific assessment materials are provided. Included is an involvement transcript that helps students assess their college accomplishments and how to translate learning experiences into competencies. Fourteen student goals and skills and knowledge areas are specified, as well as opportunities for their acquisition. Details are provided for the goals of effective communication, interpersonal effectiveness, sense of awakening, and critical thinking. The enclosed activities record enables students to document whether they participated in specific groups and activities, the leadership position they held, and dates of membership. The 14 skills and subcategories of skills are included on a worksheet that allows students to write in the specific activities they did for each skill area in order to show how their activities translated into skills. Also included is an Involvement Survey, which helps students see the areas of development on which they are concentrating or neglecting, as well as their relative progress toward the 14 goals. Appended is a 1987 "Proposal for Longwood College Center for Excellence, Individual Student Development" by William S. Moore. (SW)

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[LONGWOOD COLLEGE INVOLVEMENT PROJECT]

1986

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LONGWOOD INVOLVEMENT TRANSCRIPT:

A Record of What You've Done and What You've Learned

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Farmville, Virginia***



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- an annual conference
(the first scheduled for June 14-17, 1987, in Denver)
- commissioned papers
(focused on implementation and other timely assessment concerns; available through the Forum for a small fee)
- information services
(including consultation, referrals, a national directory, and more)

This paper is part of an on-going assessment collection maintained by the Forum. We are pleased to make it more widely available through the ERIC system.

For further information about ASSESSMENT FORUM activities, contact Patricia Hutchings, Director, AAHE ASSESSMENT FORUM, One Dupont Circle, Suite 600, Washington, DC 20036

LONGWOOD INVOLVEMENT TRANSCRIPT

NAME _____

The Longwood Involvement Transcript is a process, represented by the materials in this booklet, helping you to respond to the following questions:

- 1) WHAT HAVE I ACCOMPLISHED IN COLLEGE? WHAT KINDS OF SIGNIFICANT EXPERIENCES AND ACTIVITIES HAVE I HAD?
- 2) HOW CAN I TRANSLATE THESE EXPERIENCES AND ACTIVITIES INTO COMPETENCIES AND OUTCOMES THAT I CAN USE TO PREPARE FOR MY ENTRY INTO THE WORLD OF WORK WHEN I GRADUATE?

There are two major worksheets in this booklet - one to help you respond to each of the questions above. Taking the time now to begin this process should give you an edge over college graduates who have not made such an effort; our hope is that such reflection now can make you more competitive as you begin your transition into the world of work. Good luck!

LONGWOOD STUDENT GOALS

Career Readiness - developing the expertise and know-how in your chosen field.

Effective Communication - becoming able to convey your ideas through effective writing and speaking.

Sense of Direction - defining more clearly what you want to accomplish in your life.

Critical Thinking - developing your general thinking and problem-solving abilities.

Sense of History - becoming able to view current issues in light of past experiences and understanding historical processes.

Understanding and Appreciating the Arts - developing an appreciation for artistic expression through an exposure to literature, music, art, dance, and theatre.

Understanding and Appreciating the Sciences - developing an understanding of the sciences and the scientific method of discovery.

Interpersonal Effectiveness - becoming able to establish genuine, trusting relationships with individuals and within groups.

Responsible Citizenship - developing a capability for understanding and influencing social values and political structures.

World Consciousness - developing a sense of the global connections involved in current issues facing the United States and the world.

Sense of Well-Being - learning to value your leisure time and use it to enhance your physical and mental health.

Resource Management - learning to make wise use of your financial and personal resources.

Effective Family Relationships - developing an understanding of the significant family choices facing you and ways of contributing to an enriching family life.

Sense of Awakening - becoming more open to new and varied experiences while still being clear about your own personal beliefs.

DON'T BE A
COUCH POTATO!



couch potato (kouch'po-tay-to) n:
someone who vegetates mindlessly
through college.

ACTIVITIES RECORD

On the following pages, check (✓) under the "Member" column all of the activities in which you took part. Record leadership positions (e.g. officer, committee chairperson, editor, etc.) you held in the group, as well as dates of membership.

EXAMPLE:

<u>AREA OF INVOLVEMENT/ACTIVITY</u>	<u>MEMBER</u>	<u>LEADERSHIP POSITION</u>	<u>DATES OF MEMB.</u>
Campus-wide Groups			
Class Activities	✓	Ring Committee Chair	1986
Honor Board			
Judicial Board			
SGA	✓	IAA Representative	1985, 1986
S-UN	✓		1984, '85, '86

<u>AREA OF INVOLVEMENT/ACTIVITY</u>	<u>MEMBER</u>	<u>LEADERSHIP POSITION</u>	<u>DATES OF MEMB.</u>
Academic Honorary Societies			
Alpha Lambda Delta			
Phi Kappa Phi			
Advisory Groups			
Member, Student Advisory Committee to _____			
(department, office)			
Advocacy Groups			
Association of Black Students			
College Democratic Club			
College Republican Club			
Campus-wide Groups			
Class Activities			
Honor Board			
Judicial Board			
SGA			
S-UN			
Greek Life			
Fraternities:			
IFC (Interfraternity Council)			
Alpha Chi Rho			
Alpha Sigma Phi			
Delta Sigma Phi			
Kappa Alpha Psi			
Omega Psi Phi			
Phi Beta Sigma			
Pi Kappa Phi			
Sigma Phi Epsilon			
Sororities:			
Panhellenic Council			
Alpha Delta Pi			
Alpha Gamma Delta			
Alpha Kappa Alpha			
Alpha Sigma Alpha			
Alpha Sigma Tau			
Delta Zeta			
Kappa Delta			

<u>AREA OF INVOLVEMENT/ACTIVITY</u>	<u>MEMBER</u>	<u>LEADERSHIP POSITION</u>	<u>DATES OF MEMB.</u>
Greek Life (continued)			
Sororities (continued)			
Sigma Kappa	_____	_____	_____
Sigma Sigma Sigma	_____	_____	_____
Zeta Tau Alpha	_____	_____	_____
Leadership Honorary Societies			
Chi	_____	_____	_____
Geist	_____	_____	_____
Living/Learning Opportunities			
Desk Aide	_____	_____	_____
Hall Council	_____	_____	_____
Off Campus Student Council	_____	_____	_____
Resident Assistant	_____	_____	_____
Media Groups			
Broadsides	_____	_____	_____
Gyre	_____	_____	_____
Rotunda	_____	_____	_____
WUTA	_____	_____	_____
Performing Arts			
Camerata Singers	_____	_____	_____
Catalinas	_____	_____	_____
Chamber Winds	_____	_____	_____
Concert Choir	_____	_____	_____
Jazz Ensemble	_____	_____	_____
Lancer Edition	_____	_____	_____
Longwood Company Dancers	_____	_____	_____
Longwood Concert Band	_____	_____	_____
Longwood Gospel Choir (BASIC)	_____	_____	_____
Longwood Players	_____	_____	_____
Series of Performing Arts	_____	_____	_____
Professional Clubs			
Accounting Club	_____	_____	_____
American Marketing Association	_____	_____	_____
Biology Club	_____	_____	_____
Campus Association of Social Work	_____	_____	_____
Chemistry Club	_____	_____	_____
Foreign Language Club	_____	_____	_____
LC Chapter - VA Home Economics	_____	_____	_____
Music Educators National Conference	_____	_____	_____
Phi Beta Lambda	_____	_____	_____
Psychology Club	_____	_____	_____
Sociology/Anthropology Association	_____	_____	_____
Student Athletic Trainer Association	_____	_____	_____
Student Education Association	_____	_____	_____
Therapeutic Recreation Organization	_____	_____	_____
Professional Fraternities			
Delta Sigma Pi	_____	_____	_____
Phi Mu Alpha	_____	_____	_____

AREA OF INVOLVEMENT/ACTIVITYMEMBERLEADERSHIP POSITIONDATES OF MEMB.**Professional Honor Societies**

Alpha Kappa Delta

Alpha Psi Omega

Beta Beta Beta

Delta Psi Kappa

Kappa Delta Pi

Kappa Omicron Phi

Lambda Iota Tau

Lychnos Society

Pi Mu Epsilon

Pi Omega Pi

Religious Associations

Baptist Student Union

Campus Christian Fellowship

Canterbury Association

Catholic Student Association

LC Interreligious Council

Wesley Foundation

Westminster Foundation

Service Organizations

Alpha Phi Omega

Circle K

Longwood Ambassadors

Orientation Leaders

Peer Advisors

S.A.L.T. (St. Agst. Longwood Trash)

Student Judicial Advisory Council

Your Alcohol Care Center

Sports/Recreation

Cheerleaders

IAC (Intercollegiate Athletic Council)

IAA (Intramural Activities Association)

Rugby Club

Varsity Athletics

Baseball

Basketball

Field Hockey

Golf

Gymnastics

Lacrosse

Riding

Soccer

Softball

Tennis

Volleyball

Wrestling

Other Activities

In addition to your involvement in the preceding organizations, you may also have participated in significant activities related to courses (e.g., internships, research), your residence hall (e.g., floor paint project, planned floor events), and the community. Or perhaps you held a job, either on campus or off campus. This section of the **ACTIVITIES RECORD** gives you an opportunity to record those other activities.

EXAMPLE: TYPE OF INVOLVEMENT

DESCRIPTION

Community Service

Volunteered 3 hours per week during the spring semester for Domestic Assistance for You (DAY). 1986.

TYPE OF INVOLVEMENT

DESCRIPTION

Significant Course-related Activities

Community Service

Residence Hall Activities

On-Campus/Off-Campus Jobs

To complete this record of your involvements, indicate any awards, scholarships, or special recognition you may have gained as a result of your efforts.

EXAMPLE: AWARD/SCHOLARSHIP/SPECIAL RECOGNITION

BASIS FOR AWARD

Dean's List
Waitress of the Month

3.62 GPA - Fall, 1985
Outstanding service
in the dining hall

AWARD/SCHOLARSHIP/SPECIAL RECOGNITION

BASIS FOR AWARD

1.

2.

3.

DON'T BE A
COUCH POTATO!



each person (except for the one)
must take up the challenge
through college.

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TRANSLATING ACTIVITIES INTO SKILLS

DIRECTIONS:

STEP 1 Review your "Activities Record." Think about the various experiences and activities you've noted: involvement with clubs or organizations, course-related experiences, activities related to your residence hall (or living situation), jobs you've had, community involvements. Choose up to ten of your significant involvements and write brief descriptions of these activities in the boxes provided below.

STEP 2 The worksheet following reflects a wide variety of skills associated with the fourteen major college outcome areas Longwood has defined for its students (see inside front cover for the complete list). Read through the entire list in order to familiarize yourself with the skills listed.

STEP 3 Now go back and try to connect the activities you've listed with the skills reflected in the left-hand column. If you feel you have developed a particular ability noted, make a check mark in the box corresponding to the activity/experience that helped you develop this skill.

***For instance, you will notice that in the example below, the student indicated that being a tutor helped her "Develop personal goals and career plans," while participating in her floor's paint project helped her "Recognize and weigh my own values in making a decision."

STEP 4 Notice that there are blank spaces available at the end of the skill list. If you have developed significant career-related abilities not reflected in this list, write them on these lines and, as with the other skills, indicate which of your activities listed contributed to your development of the skill.

STEP 5 Turn to the "Next Step " page to see where you go from here.

EXAMPLE

ACTIVITIES	Tutor for Education Course	Ambassador	Hall Council Representative	Catalinas	Floor Paint Project	Health Course Group Project	Sophomore Class Officer	Work-Study Job		
I have developed the ABILITY to....										
...Develop personal goals and career plans	✓							✓		
...Recognize and weigh my own values in making decisions			✓		✓		✓			
YOUR SIGNIFICANT ACTIVITIES	A	B	C	D	E	F	G	H	I	J

On the following pages, columns A through J correspond to the activities listed above.

CAREER READINESS

I have developed
the ABILITY to....

...Use appropriate job
search strategies

...Operate a computer

...Apply what I've learned
from my courses to a career

A	B	C	D	E	F	G	H	I	J

EFFECTIVE COMMUNICATION

...Speak to small and large
groups

...Listen actively and
intently

...Write clearly and con-
cisely

SENSE OF DIRECTION

...Present myself in a way
that reflects my own values
and personal strengths

...Develop personal goals
and career plans

...Recognize and weigh my own
values in making decisions

CRITICAL THINKING

...Gather information rele-
vant to a topic or issue if
necessary

...Evaluate and defend my
ideas in an oral or written
presentation

...Cope effectively with
situations having no clear
solutions

SENSE OF HISTORY

...Analyze historical
patterns and trends

...Apply historical informa-
tion to current tasks or
issues

...Maintain records of a
group's activities

WORLD CONSCIOUSNESS

I have developed
the ABILITY to....

...Keep up-to-date about
national and international
events

...Accept and appreciate the
cultural, racial, and relig-
ious differences among in-
dividuals

...Analyze how world events
influence my life

A	B	C	D	E	F	G	H	I	J

SENSE OF WELL-BEING

...Develop a personal strat-
egy to improve physical fit-
ness (exercise, athletics)

...Participate in activities
for personal enrichment

...Cultivate interests or
hobbies that I can continue
to enjoy after graduation

RESOURCE MANAGEMENT

...Use appropriate time
management techniques

...Develop a budget and ac-
count for expenses and income

...Determine resources needed
for completion of a task

EFFECTIVE FAMILY RELATIONSHIPS

...Show support and consid-
eration for family members

...Maintain a lifestyle con-
sistent with my values

...Balance family and per-
sonal priorities

SENSE OF AWAKENING

...Adapt to new situations
(and ideas)

...Assess and develop my
talents

...Rethink ideas or views
that I have taken for granted

UNDERSTANDING AND APPRECIATING THE ARTS

I have developed
the ABILITY to....

...Appreciate a variety of
art forms

...Critique a play, movie,
dance, piece of art, or work
of literature

...Attend cultural/artistic
events

	A	B	C	D	E	F	G	H	I	J

UNDERSTANDING AND APPRECIATING THE SCIENCES

...Use the scientific method
to solve problems

...Complete an independent
research project

...Discuss current issues in
science and technology

INTERPERSONAL EFFECTIVENESS

...Be an effective leader
(delegate tasks, motivate
people, etc.)

...Plan and implement a
group project

...Resolve conflicts with
friends or members of an
organization

RESPONSIBLE CITIZENSHIP

...Get involved with organi-
zations to actively influ-
ence my community

...Make an informed choice
in an election

...Understand the relation-
ship of political activities
to the operations of busi-
ness, education, or govern-
ment

THE NEXT STEP

At the beginning of your senior year, visit the Office of Career Planning and Placement (OCPD). There you will be able to:

- 1) Attend workshops on job search strategies, such as resume-writing or interviewing.
- 2) Set up a credentials file - a record of your credentials which will contain a personal data sheet, 3 letters of reference, student teaching evaluations, your academic transcript, and resume to be mailed upon request to potential employers.
- 3) Use the Virginia View or the computer program, SIGI Plus, to research current information about careers.
- 4) Check on job opportunities which include announcements from the federal government, Virginia Employment Commission, schools, businesses/industries and others.
- 5) Sign up for interviews with employers recruiting on campus.
- 6) Find out about and participate in OCPD-sponsored trips to career fairs, events where employers representing many different organizations gather to give out information and interview college students.

The OCPD is located on the 2nd floor of South Ruffner. Call 392-9254 for more information.

OCPD STAFF

Director, Niki Fallis
Assistant Director, Deb Hedrick
Secretary, Linda Davenport

LONGWOOD INVOLVEMENT PROJECT TEAM

Kathy Hamilton-Brown
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Kathe Taylor

EFFECTIVE COMMUNICATION

The goal of effective communication appears deceptively simple until you have to listen to a speaker (and miss most of what she said), write a research paper (and have difficulty organizing your thoughts), or defend a point of view (and produce an ineffective argument). Then the complexity of language and communication becomes real. Your ability to use language to convey and stimulate ideas will be a key to your effectiveness in professional and social situations.

The Goal of Effective Communication Means:

BEING:

Aware of the power of language
Responsibly informed
Self confident
Interested in improving myself
Aware of my audience

HAVING SKILLS IN:

Listening
Gathering/organizing supportive materials
Clarifying ideas and experiences
Analyzing communications
Conveying messages effectively

KNOWING:

English language structures
Vocabulary
Standards of speech and writing
Influences on language
Resources

Opportunities

ACADEMIC INVOLVEMENTS

Stating your opinion during a class discussion
Making a short presentation in front of a class
Defending your point of view even if it differs from your professor's
Working with a few classmates on a group project
Talking with a professor outside of class about an idea or issue of interest to you
Joining the academic club in the department of your major
Listening with an open mind to class discussion
Taking classes that emphasize oral and written communications

SOCIAL INTERACTIONS

Sitting next to someone you don't know in the dining hall and carrying on a conversation
Talking informally with your professors
Attending a mixer on campus and asking someone you don't know to dance
Discussing an area of concern with an administrator during open office hours

LIVING ARRANGEMENTS

Participating in your residence hall community development workshops
Working through an issue with your roommate, keeping the lines of communication open
Contributing to the residence hall newsletter
Participating in floor meetings or hall council meetings
Discussing areas of concern with your RA, REC, or landlord

WORK/VOLUNTEER EXPERIENCES

Attending a Placement Center program on resumes, interviewing, or nonverbal communication
Serving as a tour guide for Admissions
Working as a Desk Aide or Night Host in residence halls
Making suggestions to your supervisor about ways to improve your work environment
Becoming a DJ at the campus radio station
Contributing an article to *The Rotunda*
Joining a club or organization
Assuming a leadership role in an organization

ADDITIONAL OPPORTUNITIES

Participating in the Writing Workshop
Spending time in the library just browsing
Subscribing to a daily newspaper
Attending an out-of-class lecture
Playing word games, doing crossword puzzles

INTERPERSONAL EFFECTIVENESS

Interpersonal effectiveness begins with a sense of self confidence, an awareness of your strengths and weaknesses and how you appear to others. When you can relate effectively with others you understand and appreciate their identities and feel free to express your needs and feelings. Of course, relationships aren't always with one other person, but include small groups, living communities, and an appreciation of cultural backgrounds and values. Being a keen observer and a good listener are foundations of interpersonal effectiveness.

The Goal of Interpersonal Effectiveness Means:

BEING:

- Able to enjoy human relations
- Sensitive to others
- Appreciative of cultural differences
- Loyal to one's own group
- Responsible to community

HAVING SKILLS IN:

- Presenting myself
- Expressing emotions
- Reaching agreements
- Understanding others
- Participating in groups

KNOWING:

- Personal qualities in relationships
- Potential differences in expressed opinions and beliefs
- Behavioral expressions of needs
- Influences on personality
- Impact of status on behavior

Opportunities

ACADEMIC INVOLVEMENTS

- Discussing your ideas and interests with faculty outside of class
- Learning about a faculty member's background and interests
- Being assertive about meeting with your advisor and getting what you need from him/her
- Working together with other students on group projects for class
- Volunteering for special departmental projects
- Taking classes that emphasize the elements of human interaction, identity, and relationships

SOCIAL INTERACTIONS

- Talking to others about why they do what they do
- Talking with your friends about the values in your friendship
- Joining in and observing dining hall conversations
- Discussing openly your feelings about dating
- Being constructively involved in a sorority or fraternity

LIVING ARRANGEMENTS

- Discussing your differences in background with the people with whom you live
- Identifying with others the important things you want in living together
- Interacting with your family about changes in your relationship with them
- Discussing living situation concerns with your RA, REC, or landlord
- Getting involved with hall council activities or floor meetings
- Participating in your floor community development workshops

WORK/VOLUNTEER EXPERIENCES

- Joining a club or organization on campus
- Assuming a leadership role in an organization
- Clarifying your role within the structure of the organization in which you work
- Volunteering time to help a local service agency

ADDITIONAL OPPORTUNITIES

- Attending Counseling Services workshops and groups
- Keeping a journal of your personal beliefs
- Forming a new organization for something you believe in
- Being sure to vote
- Attending a Placement Center workshop on adjusting to a new job
- Getting involved in local government

We'd like to hear your comments or questions about this goal.

. SENSE..OF AWAKENING

In developing a sense of awakening, it is crucial to examine your values and personal philosophy and understand how these define your sense of self. In doing so, you are able to identify abilities, limitations, interests, and standards of behavior, and appreciate how these impact upon your self-worth. The process of remaining curious and open to new and different experiences and remaining curious and open to new and different experiences and ideas is the continual, positive growth available to each of us.

The Goal of Sense of Awakening Means:

BEING:

Open to new experiences
Respectful of others' values
Appreciative of a sense of humor
Willing to pursue a consistent philosophy
Open to beauty in the world

HAVING SKILLS IN:

Selecting values
Examining beliefs
Making ethical decisions
Putting ideas into action
Motivating self

KNOWING:

Components of self image
Capabilities and limits
Interests
Values
Sources of values

Opportunities

ACADEMIC INVOLVEMENTS

Participating in informal discussions outside of class
Joining study groups related to controversial topics presented in class
Taking a class outside of your intended major or field to challenge your current thinking
Listening to different points of view in class discussion
Attending the "Conversations with . . ." series, lecture series, or "Fireside Chats"

SOCIAL INTERACTIONS

Initiating a discussion with someone who has a different lifestyle or opinion than yourself
Talking with your parents about how you see your values changing at college
Sharing your interests with someone who has different interests
Getting to know faculty outside of classroom settings

LIVING ARRANGEMENTS

Helping to determine your standards of conduct within a group living situation
Getting actively involved in community development efforts on your floor
Participating in programs or workshops sponsored by your RA
Discussing your values with a roommate or with other students in areas such as drinking, religious beliefs, etc.
Organizing a program for your hall which emphasizes a different culture, e.g. International Evening
Living in a different residence hall each year

WORK/VOLUNTEER EXPERIENCES

Setting personal goals in order to find challenges in work/volunteer experiences
Joining a group which will help you to examine your values and beliefs
Assuming a leadership role in an organization
Volunteering time to help a local services agency
Making the most of work opportunities

ADDITIONAL OPPORTUNITIES

Visiting another college for the weekend
Organizing a trip to a city you've never visited
Attending a religious service different than your own
Attending Counseling Services workshops
Keeping a journal of your personal beliefs
Forming a new organization for something you believe in
Being sure to vote
Attending a concert, play or reading a book you would typically avoid

We'd like to hear your comments or questions about this goal.

Office of Student Services/(804)392-9210

CRITICAL THINKING

One of the cornerstones of a college education is the process of learning how to think for yourself and to express why you think the way you do. Critical thinking as a goal includes being able to generate new ideas, to react to other ideas while making decisions about their validity, and to seek information that will help you understand and defend your positions (ideas). This independent thinking competency will help you make more informed choices and has been shown to be a crucial part of success in careers.

The Goal of Critical Thinking Means:

BEING:

Interested in lifelong learning
Open to relevant evidence
Able to withhold judgement
Independent in thought and action
Intellectually curious

HAVING SKILLS IN:

Generating ideas
Making connections
Seeking information
Judging points of view
Tolerating ambiguity

KNOWING:

Basic facts and theories
Rules for doing things
Influences of beliefs on thinking
Alternate interpretations
Uses/limits of critical thinking

Opportunities

ACADEMIC INVOLVEMENTS

Taking courses that focus on critical analysis and force you to confront uncertainty in daily life
Making the effort to raise questions and assert your opinions in your classes
Going to see your professor or advisor to discuss an idea, not a problem
Writing papers that force you to take a stand and provide evidence for your views
Participating in study skills workshops offered through the Counseling Services or in your residence hall
Making decisions about your academic major and career interests

SOCIAL INTERACTIONS

Engaging in any conversation in which you can make an argument and defend what you believe with reason
Getting involved in activities in which you clarify what you believe and work with others to act on those beliefs
Participating in an informal study group
Collaborating with other students on projects which involve producing ideas and evaluating them

LIVING ARRANGEMENTS

Getting to know faculty through their involvements with your residence hall
Making choices about your living situation
Discussing with your RA or peers your reasons for choosing and for staying at Longwood
Helping with and evaluating hall programs
Focusing on hall policies through group discussions
Getting involved with your Hall Council
Involving yourself with the community development efforts on your floor
Studying your housing contract/lease for the fine print

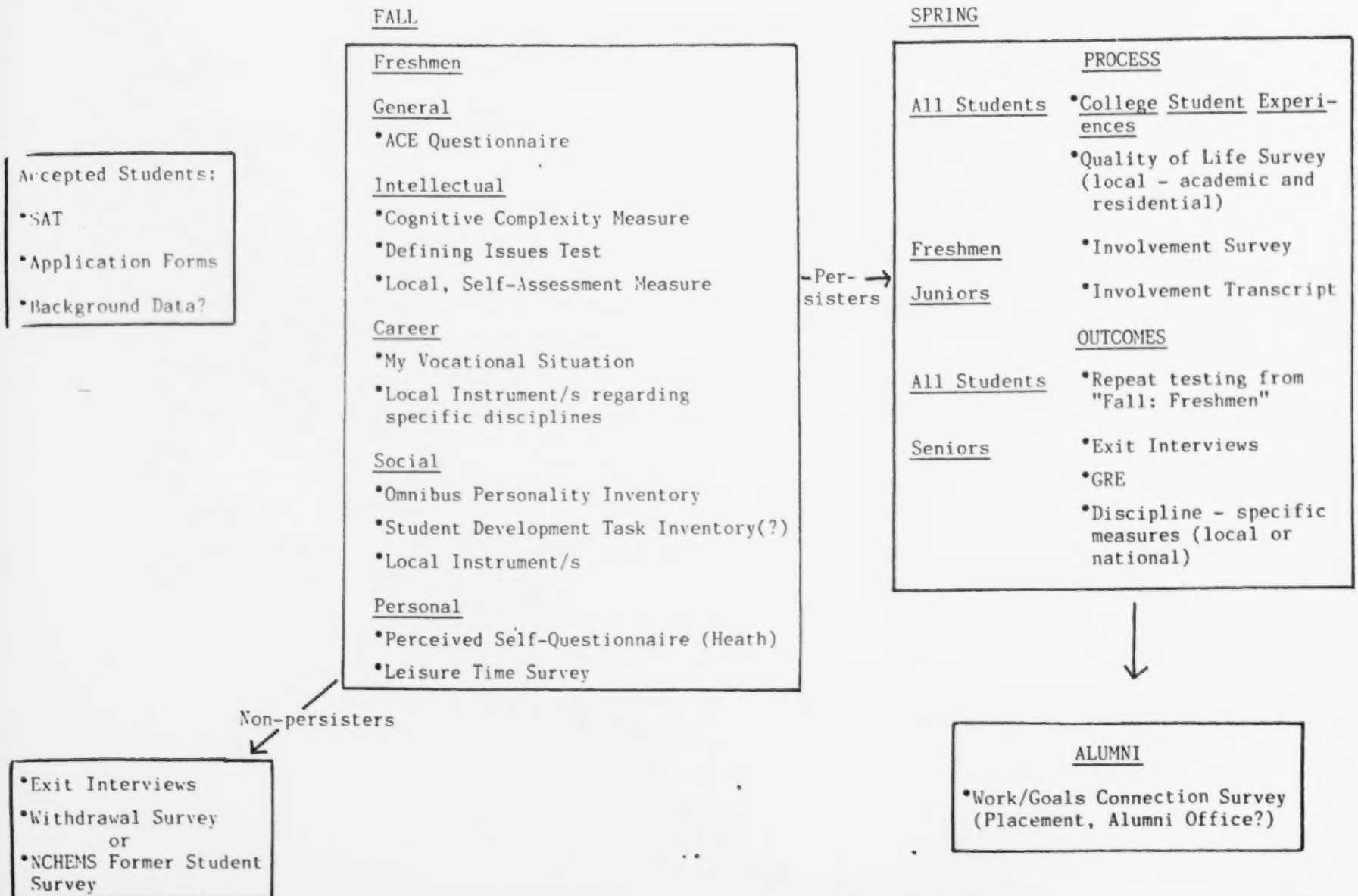
WORK/VOLUNTEER EXPERIENCES

Finding a part-time job (paid or unpaid) that demands some thinking, e.g., orientation leader, tutor, RA
Writing for the campus newspaper, *The Rotunda*
Running for a position with Student Government and participating in critical decision-making for student life
Assuming a leadership role in your sorority/fraternity or other social/academic organization

ADDITIONAL OPPORTUNITIES

Attending one of the lectures available through the Simkins Lecture Series or through individual departments
Participating actively in one of the "Conversation with . . ." or "Fireside Chat" series
Meeting one of the Longwood administrators during their open office hours to discuss a campus issue relevant to you
Attending interview training in the Placement Center
Discussing issues of personal significance with a counselor
Participating in continuing orientation activities focusing on college adjustment

DATA COLLECTION FLOW CHART: LONGWOOD COLLEGE



SURVEY KEY

The Survey is designed to help you see to what extent you are involved in activities or behaviors related to the achievement of the fourteen student goals defined by Longwood College. By looking over your responses using the key below, you can see on which areas you seem to be concentrating, and which areas you seem to be neglecting. Your results can show you your relative progress toward these goals, and suggest specific areas you might want to pursue in the future.

CAREER READINESS (items 1-10), including computer literacy, so you'll have the know-how and expertise to be competitive in your chosen field and to move easily into the technological society.

EFFECTIVE COMMUNICATION (items 11-20), so you can write and speak effectively and convey and stimulate ideas.

A SENSE OF DIRECTION (items 21-30), if not a meaningful philosophy, so you'll know where you're going and why...and have the ability to dream and to be unafraid to try to make those dreams come true.

CRITICAL THINKING (items 31-40), through a background in the liberal arts, so you can generate new ideas, solve problems, and think critically, creatively and logically as you respond to the complex world around you.

A SENSE OF HISTORY (items 41-50), so you'll see problems and current issues as part of the total human experience and understand something of what yesterday teaches us about tomorrow.

AN UNDERSTANDING & APPRECIATION OF THE ARTS (items 51-60)--literature, music, art, dance, and theatre--so you'll have, in the words of William James, "an admiration of the really admirable."

AN UNDERSTANDING & APPRECIATION OF THE SCIENCES (items 61-70), so you'll have knowledge of the world around you and be able to use scientific methods for discovery and decision-making.

INTERPERSONAL EFFECTIVENESS (items 71-80), so you can establish genuine, trusting, and honest relationships with individuals and groups.

RESPONSIBLE CITIZENSHIP (items 81-90), including social and political skills, so you can understand and influence social values and the political structure, and have the motivation and preparation to contribute to better life for all.

A WORLD CONSCIOUSNESS (items 91-100), so you can recognize that the needs of one person and one nation are related to the needs of other persons and nations, and know that international understanding and cooperation are not merely nice--they are absolutely necessary for the survival of a livable planet.

LEISURE SKILLS & A SENSE OF WELL-BEING (items 101-110), so you'll value your leisure time and have the desire and capacity to use it to enhance your physical and mental health.

RESOURCE MANAGEMENT (items 111-120), so you'll make wise use of the money you earn and know how to develop and manage your resource in keeping with your personal values.

EFFECTIVE FAMILY RELATIONSHIPS (items 121-130), so you'll be better prepared to make good choices about and relate effectively to your family and contribute to an enriching family life.

A SENSE OF AWAKENING (items 131-140), so you will understand yourself, free yourself from timidities and preconceptions, and recognize new truth, beauty, and goodness even in familiar things.

Goal definitions courtesy of Don Winkler, Office of Public Affairs, Longwood College.

Longwood Goals Project
Gorski/Moore/Strohm/Taylor
Rev. 5/85



INVOLVEMENT SURVEY

LONGWOOD INVOLVEMENT PROJECT

Longwood College
Farmville, Virginia

The following survey is designed to allow you to reflect on how you spent your time in learning-related activities during this past college year. Your completion of this survey is voluntary; you may also choose not to respond to particular items. Your name is requested on the answer sheet so that you can be given a personal profile of your results. Otherwise, your survey results will be kept confidential and not used or shared in any way that would identify you as an individual.

DIRECTIONS

1. Use a number 2 pencil **ONLY**.
2. Print your name and blacken the corresponding letters on the grid.
3. In the column marked "1," blacken "0" if you are male; "1" if you are female.
4. In the column marked "2," blacken "1" if you are a freshman, "2" if you are a sophomore, "3" if you are a junior, and "4" if you are a senior.
5. In the columns marked 3 and 4, code your residence with the appropriate number:

00-live off-campus	07-French
01-Cox	08-Ruffner (South)
02-Cunningham (Main)	09-Stubbs
03-Cunningham (North)	10-Tabb
04-Cunningham (South)	11-Tabb (South)
05-Curry	12-Wheeler
06-Frazer	
6. Print the date and your social security number and blacken the corresponding numbers on the grid.

Choose the response most accurately describing the frequency with which you have done each activity during the past year. Mark your answer on the separate answer sheet provided.

Rarely/Never
A

Occasionally
B

Often
C

Very Often
D

If you have not yet decided upon a major, respond rarely or never to items which refer to an academic major

Items which refer to completed courses include courses in the current semester. If you will have completed no courses in that area, use response "A," completed one course, use "B," two courses, use "C," and three or more courses, use "D."

Unless otherwise stated, items refer to activities which could have taken place both inside and outside the classroom.

Rarely/Never
A

Occasionally
B

Often
C

Very Often
D

1. Discussed my career plans and ambitions with my peers.
2. Used a computer to assist in course learning (e.g. language skills, math skills).
3. Established or updated a credentials file in the Office of Career Planning and Placement.
4. Participated in Career Planning and Placement programs such as interviewing, resume writing, etc.
5. Discussed career opportunities in my major with a faculty member.
6. Worked on a paper or project where I used a computer.
7. Completed an upper-division course in my major beyond basic requirements.
8. Wrote a program to analyze data on a computer.
9. Explored professional journals or magazines in my major field.
10. Read books relevant to my chosen major beyond basic requirements.
11. Met with a faculty member or advisor to discuss ideas from class or other outside activities.
12. Listened attentively and took detailed notes in class.
13. Tried to explain class material to another student or friend.
14. Asked someone for advice in order to improve my writing.
15. Revised a paper or composition two or more times before I was satisfied with it.
16. Made a class presentation.
17. Defended my point of view even if someone else disagreed with me.
18. Completed a course in oral and written communications skills (e.g. English, Speech, etc.).
19. Participated in a writing workshop.
20. Consulted a grammar or writing reference book.
21. Set goals for improving performance in some skill.
22. Sought out of class instruction to improve performance in some skill.
23. Identified the skills I have to reach a personal goal.
24. Attempted something I thought would be difficult.
25. Thought in-depth about my philosophy of life.
26. Completed a course which made me think about my values.
27. Kept a chart or record of my progress in a skill or activity.
28. Discussed with my peers the future contributions I would like to make to society.
29. Developed plans for future education or training so that I am up-to-date in my professional field.
30. Discussed with someone of another generation about how she/he balanced family, work, and other priorities.
31. Determined what made student club meetings, activities or events successful or unsuccessful.
32. Kept responsibly informed through various media (journals/magazines, radio-TV, newspapers, theatre, etc.).

Rarely/Never
A

Occasionally
B

Often
C

Very Often
D

33. Wrote a paper that forced me to take a stand and provide evidence.
34. Voiced my opinion in a class meeting or discussion.
35. Used the library resources to develop a bibliography, write a term paper, or look for further references that had been cited in the readings.
36. Worked with a faculty member to further improve my work based upon his/her critique and comments.
37. Attended a study skills workshop.
38. Discussed with peers the ideas and views of various scholars.
39. Completed a course outside of my major because of my interest in the subject matter.
40. Changed my opinions or persuaded others to change theirs as a result of knowledge or arguments given.
41. Completed a course in history or anthropology.
42. Discussed the connections between current and historical events with peers and/or faculty.
43. Discussed the family history with an older family member.
44. Researched my family "tree" (genealogy).
45. Kept a personal journal for an extended period of time.
46. Participated in a Longwood tradition. (Oktoberfest activities, Chi Burning, Elves, Honor Code Ceremony, etc.)
47. Visited a local or regional historical site.
48. Participated in an anthropological dig.
49. Thought about how current events will affect the future.
50. Wrote a paper about an historical period or individual.
51. Completed a course in art appreciation or literature.
52. Read a book outside of class assignments.
53. Talked about art, music, theatre, or dance with students or faculty.
54. Read or discussed the opinions of critics (art, music, dance, drama).
55. Visited a gallery, exhibit, or museum.
56. Participated in an art activity (painting, ceramics, weaving, printmaking, etc.).
57. Attended a concert or other music event at the college.
58. Participated in a music activity (orchestra, chorus, etc.).
59. Saw a play, ballet, or other theatrical performance.
60. Participated in a theatrical activity (acted, danced, worked behind the scenes at a play, etc.).
61. Completed a science-related research project.
62. Conducted a scientific experiment and analyzed its results.
63. Memorized scientific formulas, definitions and technical terms.
64. Explained to a classmate an experimental procedure or the meaning of a scientific principle.
65. Read an article about current scientific issues.
66. Attended an exhibit or demonstration of some new scientific device.
67. Discussed current issues in sciences and technology with peers or faculty.

Rarely/Never
A

Occasionally
B

Often
C

Very Often
D

68. Completed a course in math or the natural sciences beyond general education requirements.
69. Acted upon environmental concerns in my day-to-day life (recycling, not littering, driving at 55, etc.).
70. Changed my behavior based on scientific findings (changed my diet, quit smoking, started exercising, etc.).
71. Completed a course that dealt with understanding personal and social behavior.
72. Read an article or book about personal adjustment and personality development.
73. Helped another student with course work, errands, favors, advice, etc.
74. Helped organize an event or project for a residence hall, student organization, or course.
75. Made friends with students whose background or interests are very different from mine.
76. Talked to a friend about the value of our friendship.
77. Told a friend why I reacted to her/him the way I did.
78. Communicated my feelings directly to another person.
79. Compromised with my roommate or a friend on areas of conflict.
80. Tried to understand another person's point of view.
81. Voted in an election.
82. Discussed policies and issues related to campus activities and student government.
83. Participated actively in a student organization (e.g. publications, student government, hall council).
84. Talked at length with students whose political opinions were very different from mine.
85. Worked on a community service or fund raising project with other students in the residence hall or in a student organization.
86. Kept up with current local, state, and national events in the news.
87. Completed a course focusing on political or sociological concerns.
88. Attended campus lectures or programs concerning topics of current events.
89. Developed my own personal belief about current controversial issues (foreign policy, abortion, role of government, etc.).
90. Contacted a political representative to voice my opinions on current issues.
91. Completed a course in foreign languages.
92. Kept up with current international events in the news.
93. Discussed different life styles and customs with friends.
94. Debated international issues (e.g. Central America, U.S.-Soviet relations) with someone who strongly held a different opinion.
95. Completed courses taught by visiting professors from other countries.
96. Discussed major social problems such as peace, human rights, equality, justice.
97. Attended campus lectures or presentations about situations in other countries.

Rarely/Never
A

Occasionally
B

Often
C

Very Often
D

98. Made friends with someone whose race is different from mine, or who comes from another country.
99. Traveled out of the United States.
100. Read or studied about the influence of the U.S. in other countries.
101. Read something just for fun.
102. Followed a regular schedule of exercise or practice in some sport.
103. Sought instruction to improve my performance in some athletic activity.
104. Attended a meeting of a club, organization, or student government group.
105. Attended a campus educational/cultural event.
106. Completed a course related to physical or mental health.
107. Explored educational/cultural opportunities off-campus.
108. Volunteered my time to help others.
109. Attended a program sponsored by Counseling Services (e.g. assertiveness training, study skills, etc.).
110. Pursued an interest or hobby unrelated to my academic major or career.
111. Utilized campus publications and bulletin boards to plan my activities.
112. Kept a personal schedule with a calendar or appointment book.
113. Identified and utilized places on campus where I could study most effectively.
114. Read college publications to learn about resources on campus.
115. Attended a program on time management.
116. Developed daily or weekly plans for how to use my time.
117. Developed a budget.
118. Completed a course or workshop in personal financial management, leadership, or human resource development.
119. Maintained and balanced a bank account.
120. Kept up regular monthly payments (e.g. a loan, rent, or credit card).
121. Completed a course focusing on the sociology of the family and/or marriage in America.
122. Discussed with other family members areas of conflict between us.
123. Discussed openly my feelings about dating and intimate relationships with my peers.
124. Thought about how my college education will affect any family I have or choose to have.
125. Read or studied information related to parenting skills and/or maintaining a household.
126. Made decisions about intimate relationships.
127. Made decisions or plans cooperatively with other members of my immediate family.
128. Maintained regular contact with family members.
129. Worked to resolve differences in my relationship with a close friend.
130. Maintained friendships with people whose values about intimate relationships are different from mine.
131. Took a test to measure my abilities, interests, or attitudes.

Rarely/Never
A

Occasionally
B

Often
C

Very Often
D

132. Discussed personal problems or concerns with a faculty member, friend, or counselor.
133. Participated in extended discussions with friends about ideas that are new to me.
134. Explored traditions, customs or rituals that are part of my life (e.g. how my family celebrates holidays).
135. Talked with my family about how I see myself changing.
136. Attended a religious service different from my own.
137. Attended a concert or play or read a book I would normally avoid.
138. Rediscovered a past skill or interest.
139. Learned something new about my surroundings.
140. Set aside time to relax and enjoy my surroundings.

DON'T BE A
COUCH POTATO!



couch potato (kəʊtʃ 'ptet-ō) n:
someone who vegetates mindlessly
through college.

REPRODUCED & LICENSED THROUGH

LONGWOOD

LONGWOOD INVOLVEMENT PROJECT TEAM

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Phyllis Mable
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Meredith Stroh
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ERIC

LONGWOOD

Farmville, Virginia 23901

PROPOSAL FOR LONGWOOD COLLEGE
CENTER FOR EXCELLENCE
INDIVIDUAL STUDENT DEVELOPMENT

William S. Moore
January, 1987



PROPOSAL FOR LONGWOOD COLLEGE
CENTER FOR EXCELLENCE:
INDIVIDUAL STUDENT DEVELOPMENT

In order to exercise leadership and vision in addressing the challenges facing higher education today and in the future, Longwood's Board of Visitors has established as part of the college's strategic planning process the goal of defining and developing **Centers for Excellence** for the college. As Longwood celebrates its sesquicentennial anniversary and moves into the 21st century, these centers will define the areas of emphasis that will help the institution define a distinctive niche among Virginia colleges and universities and public comprehensive colleges across the nation. Two such areas have already been identified by the Board: teacher education, and the fine and performing arts. This proposal recommends and defines a third mark of distinction for Longwood College: **Individual Student Development**.

As envisioned by the Board, a Center for Excellence should clarify an understanding of major issues or problems associated with the area defined as well as identify and apply innovative and practical solutions to those issues. Given the proposed focus on individual student development, the overall mission of this Center for Excellence would address the critical issue of student **involvement** in learning, including clarifying the connections among various aspects of the educational experience in college. The theoretical work of the Center would build upon the current efforts of the Student Development Educators at Longwood using Alexander Astin's theory of involvement as a framework for understanding Longwood students. In conjunction with Robert Pace's work on **Quality of Effort** measuring the ways in which

college students spend their time, Astin's work represents extremely promising research in student development, but much work remains to be done. In particular, traditional notions of the qualitative development of students in the college environment need to be re-examined with respect to Astin's perspectives. In other words, how do notions of **involvement in learning** relate to the outcomes students achieve in college? The fundamental theoretical work of an Individual Student Development Center for Excellence would address the complexities of this seemingly simple question. Other theories of human development aid in the understanding and measurement of the purported outcomes of a college education in a variety of domains--cognitive, psychosocial, career--but are currently poorly understood and rarely utilized effectively in higher education. At Longwood, student affairs professionals are already engaged in groundbreaking efforts to integrate these developmental outcomes with Astin's notions of involvement, attempting to translate relatively esoteric theory into functional day-to-day practice in a college environment and clarify the links between the ways that students spend their time in college to the outcomes they achieve. The efforts are aimed at helping students get as much as they can from what is essentially their, and the institution's, most valuable resource: their time.

Beyond this basic background work translating theoretical concepts into practical terms, this Center would explore and clarify the significant issues and problems of students' experiences in higher education, both current and future trends:

- ♦ teaching-learning issues across the college environment-- student engagement vs. passivity, motivation, ways of thinking

- ♦sense of purpose vs. lack of direction
- ♦appreciation for general education vs. lack of understanding of nature of education (narrow vocationalism)
- ♦sense of community and responsibility vs. alienation and behavior problems (i.e., noise, alcohol, trash)
- ♦in general, the changing nature and profile of college students--attitudes, expectations, aspirations, etc.

Most colleges and universities continue to essentially ignore the changing nature of the student population and the attendant issues confronting higher education, despite a fair amount of lip service to the contrary. Longwood has an opportunity to take a leadership role in understanding the concerns and exploring innovative solutions to them through the proposed Center for Excellence, particularly since in some ways these issues are most acutely felt by public comprehensive colleges like Longwood.

Over the past four years, Longwood's Student Development Educators have provided leadership for a number of unique programs designed to address the concerns noted above, under the general title of the **Goals Project**, and more recently, the **Involvement Project**. These efforts have been moderately successful, but in order to have a significant impact on Longwood students they need to be extended and institutionalized. The proposed Center for Excellence would provide the necessary legitimacy to pursue more fully the agenda outlined below.

1) Provide assessment and feedback to students with respect to their college learning

Utilizing already-developed materials--the **Involvement Survey** and the **Involvement Transcript**--the Center would facilitate an effort to help students focus on the ways they spend

their time in college, what they hope to achieve in college, and their progress toward those goals. In addition to focussing on the qualitative and "cocurricular" experiences (e.g., residential living, leadership activities, etc.), the Center would have the expertise in assessment methodology to collaborate with faculty on measuring general education outcomes and the involvement processes linked to those outcomes.

2) Facilitate students' academic and social integration into the Longwood environment, including the connections between various aspects of their college learning experience

The Center would support and facilitate programs designed to help students negotiate the transitions from high school to college and from college to the world of work. In particular, a special **Freshman Year Experience** program would address the critical needs of first-year students, including an extensive summer orientation and advising program, continuing orientation efforts in the residence halls throughout the first semester, and a peer advisor program for freshman students. The Center would also collaborate with Academic Affairs in a freshman course/ advising program. A comprehensive leadership program, already taking shape in the Student Activities area, would be integrated into the overall Involvement Project efforts. Working with the Residence Education Coordinators and the resident assistant staffs, the role and educational value of the residential living experience would be emphasized through special programs; the particular needs and concerns of off-campus students and non-traditional-aged students would also be addressed, but efforts would be made to help them gain some of the established benefits of the residential

college experience.

3)Emphasize care for students

As a relatively small college, Longwood has considerable potential for providing a friendly, personalized, caring environment for its students. Indeed, that ideal is a significant aspect of Longwood's public image as portrayed by the Admissions office. Too often, however, policies and systems come to function for the convenience of the institution and faculty/staff, not for the students, and many of the negative comments by students leaving Longwood focus on unpleasant encounters with staff or faculty and bureaucratic hassles encountered across the campus. For students to fully achieve their potential in college, these concerns need to be minimized; thus the proposed Center would also hope to help Longwood address its interactions with students, both individually and through its policies/systems (e.g., housing, registration, paying bills) in an effort to emphasize care.

The notion of care should not be misunderstood. Certainly care includes providing a supportive and welcoming environment as much as possible, but it also includes setting and adhering to high expectations and standards for students and their behavior, recognizing positive contributions and if necessary fairly and consistently punishing negative behavior--in the classroom, in the residence halls, or in someone's office. Longwood has as an institution some responsibilities to its students which should not be shirked; at the same time, part of the development occurring for students in college should be an assumption of associated individual responsibilities as well--the development of an appropriate sense of ethics and values as a member of both the college community and the society at large.

4) Promote involvement and individual development throughout the campus community

As has been noted earlier, the primary thrust of the proposed Center is student involvement in learning; this commitment would extend to the operation of Center activities as well. Every effort would be made to utilize students in the implementation of various programs, either through work-study or internship opportunities--such student involvement would be advocated throughout the college community. Additionally, the Center would serve internally as a resource for information on involvement opportunities around the campus, if possible helping to facilitate student contacts with these opportunities (e.g., clubs, organizations). More broadly, the Center could serve as a clearinghouse for information on developmental projects, assessment approaches, college outcome models, and the involvement/human development literature overall. Thus, in addition to encouraging student involvement and development, the Center could be a resource for professional development for the college community. Finally, through the residence halls and other program activities, the Center would facilitate communication among the various segments of the college community--faculty and students, administrators and faculty, etc.

5) Evaluate program efforts and conduct quality research on student learning and college outcomes

Arguably the most significant function of a Center for Excellence would be gathering the empirical data necessary to draw conclusions about the effectiveness of its innovations and validate the theoretical perspectives studied and shared. The assessment activities of the proposed Center mentioned earlier are only a part

of a comprehensive assessment and evaluation plan for individual student development. The assessment activities discussed previously focus on the critical process concerns that can serve as important feedback information for students as they go through their college years--the ways they spend their time, recording their involvement, and so on. The outcomes portion of a comprehensive evaluation plan would focus on the four dimensions addressed by the 14 student goals that define Longwood's mission as a college: **intellectual, career, social, and personal**. Using a battery of instruments (combining both standardized and locally-designed measures), all four of these domains would be measured for freshmen and seniors at a minimum, and ideally for all students each year, as a way of tracking the longitudinal "value-added" effects of a college education at Longwood. Given the resources, nonpersisters would also be assessed on the same measures as a comparison group. This evaluation of the developmental impact of college would supplement the academic discipline-specific outcomes assessment within majors, and would reflect most of the substantive aspects of Longwood's purported educational mission. Only a handful of institutions around the country have even attempted, much less been successful at, such a comprehensive assessment and evaluation program. What would make Longwood's effort unique would be the integration of the **process** assessment--measuring student **involvement**--with the evaluation of the **outcomes** defined by the college (the 14 goals). Given its size and mission, Longwood has the potential to distinguish itself as a model for this assessment and research through the proposed Center.

To summarize the rationale for establishing a Center for Excellence focussed on **Individual Student Development**, it is useful to note how the proposed Center fulfills the five major criteria defined by the Board in establishing the goal for developing Centers for Excellence:

♦ **Based on existing strengths**

The Longwood mission, as defined by the Board of Visitors, emphasizes individual student development, the education of the "whole person." The college has already committed a significant amount of staff time and energy to implementing programs related to this mission, and the Student Affairs staff in particular possesses considerable expertise in this area. Further, the relatively small size of Longwood College and its dedication to a personalized environment makes such efforts much more feasible than at a larger, less personal institution.

♦ **Holistic, comprehensive theme**

While the leadership for an intentional focus on the individual development of Longwood students has been, and will continue to be, provided by the Student Affairs staff--the Student Development Educators in particular--the nature of the Center's program demands that its efforts cut across departmental and divisional lines. As described earlier, one of the major foci of the Center will be to serve as an integrating function for students, helping them make holistic sense of their education rather than fostering continued compartmentalization of their experiences.

♦ **Opportunities for professional development**

Functioning as a clearinghouse for theory and research in the various academic strands relevant to the its projects--e.g., human development, involvement, assessment, higher

education outcomes, and the nature of college students--the Center can easily serve as a professional development resource for the College community. In particular, the Center's resources in understanding today's college students, and the relevance of that understanding to classroom performance and engagement in learning, can give Longwood faculty a framework for an explicit focus on teaching-learning concerns; the increased empathy for students and their approaches to learning can provide renewal in teaching their disciplines. Furthermore, the Center's expertise and resources in developmental projects and the critical translation of theoretical concepts to day-to-day student affairs practice can help Student Affairs more clearly define the educational opportunities implicit in its services and functions.

♦ **Opportunities for student involvement**

As clearly stated earlier, the entire thrust of the Center and its activities is on various forms of student involvement--helping students to engage in their learning and get more out of the experience.

♦ **Contribution to region and state**

The proposed Center would serve as a model for the region and state in showing that a college can take its educational mission seriously by actually defining and explicitly helping students achieve the outcomes and skills gained through working toward a college degree. In addition, Longwood would be providing leadership in implementing a comprehensive assessment and evaluation program which measures these outcomes while helping students reflect on their own behavior and time usage. In all respects, then, an emphasis on **Individual Student Development** would be an ideal Center for Excellence for Longwood College.